

Research Brief

2008 TEXAS EDUCATION AGENCY Standard Accountability System

The Texas Education Agency (TEA) Accountability System is a method for evaluating school districts and campuses with regard to their student performance on certain "base indicators." The ratings employed in the TEA Accountability System are:

- Exemplary
- Academically Acceptable
- Recognized
- Academically Unacceptable

To determine a campus'/district's rating, TEA examines completion rates, dropout rates, and performance on the Texas Assessment of Knowledge and Skills (TAKS) which includes the TAKS (Accommodated). Each of these indicators is examined for all students as well as for each student group (African American, Hispanic, White, and Economically Disadvantaged). The thirty-five base indicators for the TEA Accountability System are summarized below.

Indicator	Population
Spring 2008 TAKS Passing Rates at State Passing Standard	All students tested on English TAKS grades 3–9, English Language Arts grades 10–11, and Spanish TAKS grades 3–6 enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group)
Reading Subtest 5 Indicators	
Writing Subtest 5 Indicators	All students tested on English TAKS grades 4 & 7 and Spanish TAKS grade 4 enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group)
Mathematics Subtest 5 Indicators	All students tested on English TAKS grades 3–11 and Spanish TAKS grades 3–6 enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group)
Social Studies Subtest 5 Indicators	All students tested on English TAKS grades 8, 10, and 11 enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group)
Science Indicators 5 Indicators	All students tested on English TAKS grades 5, 8, 10, and 11 and Spanish TAKS grade 5 enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group)
2006–2007 Dropout Rate 5 Indicators	Percent of dropouts in grades 7–8 based on the number of students enrolled in grades 7–8 for that school year for all students and each student group; data to be obtained from PEIMS leaver record (NCES definition)
2007 Completion Rate 5 Indicators	Completers based on graduates and continuing students as a percent of the total class starting with the ninth-grade cohort four years earlier (2003–04) (all students and each student group)

Note: The TAKS (Accommodated) results for ELA (grade 11), mathematics (grade 11), science (grades 5, 8, 10, and 11), science (grade 5 Spanish), and social studies (grades 8, 10, and 11) will be used in the 2008 standard accountability system.

School Leaver Provision: The Commissioner of Education has ruled that the School Leaver Provision will be extended in 2008 and applied to the 2008 accountability ratings. This provision will be applied automatically by the agency prior to the release of the 2008 ratings so that the leaver indicators (either alone or in combination) cannot be the sole cause for a lowered campus or district rating. Campuses that avoid being rated Academically Unacceptable due to SLP will be subject to technical assistance team intervention requirements.

To be included in a campus' accountability subset, a student must be enrolled on the campus on the October PEIMS Snapshot date AND tested on that campus on the last applicable TAKS test for that student. Otherwise the student is not attributed into any campus' accountability subset. The only exception is for students referred to Disciplinary Alternative Education Programs (DAEPs). They are attributed to their home campus. Therefore, TAKS Summary Reports do not reflect the performance of a campus' accountability subset.

All students and each student group meeting the size requirements are used in the accountability analysis. The size requirements for achievement data are:

- TAKS: At least 30 students within a student group were tested for the subject, and that student group comprises at least 10% of all test takers in the subject; OR, at least 50 students within the student group were tested. There are no minimum size requirements at the "all students" level.

Minimum size requirements with respect to Annual Dropout Rate:

- For each student group, a district or campus must have at least 5 dropouts AND
 - a. at least 30 7th–8th graders in the group AND the group must comprise at least 10% of all 7th–8th graders; OR
 - b. there must be at least 50 7th and 8th graders within that group.
- For all students, a district or campus must have at least 5 dropouts AND at least 10 7th–8th grade students in membership during the school year.

Minimum size requirements with respect to Completion Rate:

- For each student group, a district or campus must have at least 5 dropouts AND
 - a. at least 30 in the group AND the group must comprise at least 10% of students in the ninth-grade cohort; OR
 - b. at least 50 students in the group.
- For all students, a district or campus must have at least 5 dropouts AND at least 10 students in the ninth-grade cohort.
- For campuses that serve students in any of the grades 9–12 but do not have a Completion Rate (have not served grades 9–12 for the last five years) are no longer assigned the Completion Rate of the district for accountability purposes. The use of district assigned rates will be suspended until the NCES dropout definition is fully phased in.

Critical Components of the Model

- New campuses will receive an accountability rating.
- Districts have the option of pairing a campus that does not have base indicators with the district rather than with another campus.
- Exceptions: The district and campuses can move up one rating due to 1–4 assessment measures, an exception will be given based on the number of assessment measures. The measure can be no more than 5 percentage points below Recognized standard or no more than 10 percentage points below Academically Acceptable standards for math and science and 5 points for reading, writing, and social studies. **No exception will be given for the same measure in 2 consecutive years.** The number of allowed exceptions for Recognized and Academically Acceptable are as follows: If a campus/district has 1–4 achievement measures, no exceptions will be allowed; 5–8 measures, 1 exception; 9–11 measures, 2 exceptions, 12–15 measures, 3 exceptions; and 16 or more measures, no more than 4 exceptions. The Campus Improvement Plan must address performance on the measures to which the exceptions are applied. If a campus/district is rated Recognized due to 1 assessment measure, an exception will be given if the campus/district has 10 or more measures evaluated. The measure can be no more than 5 percentage points below the Exemplary standard.
- Results from the first and second administrations of the reading test at grades 3, 5, and 8 are incorporated into the TAKS Reading/English Language Arts indicator. Results from the first and second administrations of the math test at grade 5 and 8 are incorporated into the TAKS Math indicator. For students enrolled on the same campus for both administrations of reading and math tests, results of the second administration will be used for students who failed or were absent from the first administration. The district indicator will include students enrolled in the same district for both test administrations.
- Results for students given a make-up test within the testing window are included in the accountability measures.

Summary of Significant Dates Related to the TEA Accountability System

May 30, 2008	District receives TAKS results for all students.
Late May, 2008	TEA publishes final 2008 Accountability Manual.
Mid July, 2008	District receives confidential preview data tables from TEA (secure web only)
August 1, 2008	TEA releases preliminary accountability ratings for campuses and districts.
Aug. 1 – 17, 2008	Appeals window.
October 2008	TEA releases final accountability ratings.

Anticipated Changes for the 2009 Accountability System and Beyond

- Commended performance will be incorporated into the ratings in 2009 as an additional label. This "commended" label will be based on results from the Gold Performance Acknowledgements on the commended indicators.
- The TAKS Student Growth measure may be used in the 2009 accountability system.
- Accountability standards will increase in 2009:

	2008 AA/Re/Ex	2009 AA/Re/Ex	2010* AA/Re/Ex
Reading/ELA	70/75/90	70/75/90	70/80/90
Writing and Social Studies	65/75/90	70/75/90	70/80/90
Mathematics	50/75/90	55/75/90	60/80/90
Science	45/75/90	50/75/90	55/80/90

* Standards for 2010 are subject to review in 2009 and may be adjusted. *Source:* TEA

- The definition of a dropout will be fully National Center for Education Statistics (NCES)-compliant by 2010.
- TAKS-Alternate and TAKS-Modified are scheduled to be included in the accountability system in 2011.

2008 TEA Standard Accountability System

For the overall student population and each student group (African American, Hispanic, White, and Economically Disadvantaged), determine:
 (1) The passing rate for TAKS Reading/English Language Arts, Mathematics, Writing, Social Studies, and Science at the state passing standard;
 (2) 2006-2007 dropout rates for grades 7-8; AND
 (3) Class of 2007 Completion Rate I (Grad+Cont).

A district's or campus' lowest TAKS passing rate, highest dropout rate, or lowest completion rate, determines where it falls among the four possible categories. (See School Leaver Provision)

